

## Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

|  |   |
|--|---|
| Your Name  |   |
| What is the performance task for your unit?  | Make an 'episode' about a part of the Reformation                     |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required) | iMovie  |
| Lesson # in which students will create the performance task  | Lesson 2 (a shorter version) <b>as well as</b> for the final project. |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

|  |   |   |
|--|---|---|
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)  | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Being able to write and format a script  | <a href="http://www.wikihow.com/Write-a-Script">http://www.wikihow.com/Write-a-Script</a> This is a very simple step-by-step guide on how to write a script, and it also includes pictures for the visual learners. | I can have students perform a small minute skit about how they think a character might have reacted to a situation, so they will have the basic idea of a script    |
| Research skills  | <a href="http://www.wikihow.com/Research-a-Paper">http://www.wikihow.com/Research-a-Paper</a> This is largely the same as the resource above. Very simple, includes pictures and descriptions.                      | I can have students write a paper prior to this, and require at least one physical book and one online article in order to get them used to finding and using both. |

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

|  |  |   |
|--|--|---|
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Know how to use a camera   | <a href="http://www.ehow.com/how_5381_learn-video-camera.html">http://www.ehow.com/how_5381_learn-video-camera.html</a>                                      | Since I will be having students learning to use cameras in a previous activity, they should already be familiar with it.  |
|  |  |   |

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

|  |   |   |
|--|---|---|
| Pre-requisite skill student will need to be able to successfully | URL to, and description of, an online resource/reference that a student (or parent) can access to | How can you introduce this skill prior to the performance task either in an |
|--|---|---|

|                             |   |   |
|-----------------------------|---|---|
| create the performance task | learn this skill independently (or refer to as a reminder)  | earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.                             |
| Editing Audio Clips         | <a href="http://www.youtube.com/watch?v=4qfC2gwLsGI">http://www.youtube.com/watch?v=4qfC2gwLsGI</a>   | Because students will be making a skit using iMovie earlier in the lesson, they should already know how to do this. |
| Splitting Video clips       | <a href="http://support.apple.com/kb/PH2199">http://support.apple.com/kb/PH2199</a><br><a href="http://www.youtube.com/watch?v=EaM6ng-GUG8">http://www.youtube.com/watch?v=EaM6ng-GUG8</a> (←This is an 'intro to iMovie 11, so it has a lot of tips in it) | Because students will be making a skit using iMovie earlier in the lesson, they should already know how to do this. |

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

|  |  |   |
|--|--|---|
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Knowing how to finalize a project so that you can upload it to various sites                 | <a href="http://support.apple.com/kb/PH2180">http://support.apple.com/kb/PH2180</a>  | Because students will be making a skit using iMovie earlier in the lesson, they should already know how to do this.   |
|  |  |   |

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

|  |  |   |
|--|--|---|
| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Uploading the Video to youtube   | <a href="http://support.wondershare.com/how-tos/videos-to-youtube.html">http://support.wondershare.com/how-tos/videos-to-youtube.html</a> (←Part 2)          | Because students will be making a skit using iMovie earlier in the lesson, they should already know how to do this.   |
|  |  |   |